

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

School Results

School: Ames Elementary School

District: RSU 20

Code: 3166-1605



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Grade Level Summary Report

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	30			169			13,380			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	30	30	30	166	167	166	13,086	13,103	13,053	100	100	100	98	99	98	98	98	98
With an approved accommodation	5	4	4	36	35	34	2,777	2,782	2,621	17	13	13	22	21	20	21	21	20
Current LEP Students	0	0	0	1	1	1	345	359	343	0	0	0	1	1	1	3	3	3
With an approved accommodation	0	0	0	0	0	0	150	164	151				0	0	0	43	46	44
IEP Students	5	5	5	40	41	40	2,165	2,168	2,155	17	17	17	24	25	24	17	17	17
With an approved accommodation	3	3	3	33	33	32	1,832	1,821	1,761	60	60	60	83	80	80	85	84	82
Students not tested in NECAP	0	0	0	3	2	3	294	277	327	0	0	0	2	1	2	2	2	2
State Approved	0	0	0	2	2	2	230	216	221				67	100	67	78	78	68
Alternate Assessment	0	0	0	2	2	2	202	195	190				100	100	100	88	90	86
First Year LEP	0	0	0	0	0	0	9	0	9				0	0	0	4	0	4
Withdrew After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	21	22				0	0	0	8	10	10
Other	0	0	0	1	0	1	64	61	106				33	0	33	22	22	32

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	30	0	0	30	6	20	17	57	7	23	0	0	547	166	16	55	19	10	545	13,086	15	56	21	7	546
MATH	30	0	0	30	4	13	13	43	7	23	6	20	542	167	13	46	17	24	542	13,103	17	45	19	19	543
WRITING	30	0	0	30	1	3	13	43	10	33	6	20	538	166	7	41	37	15	539	13,053	10	35	42	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Reading Results

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

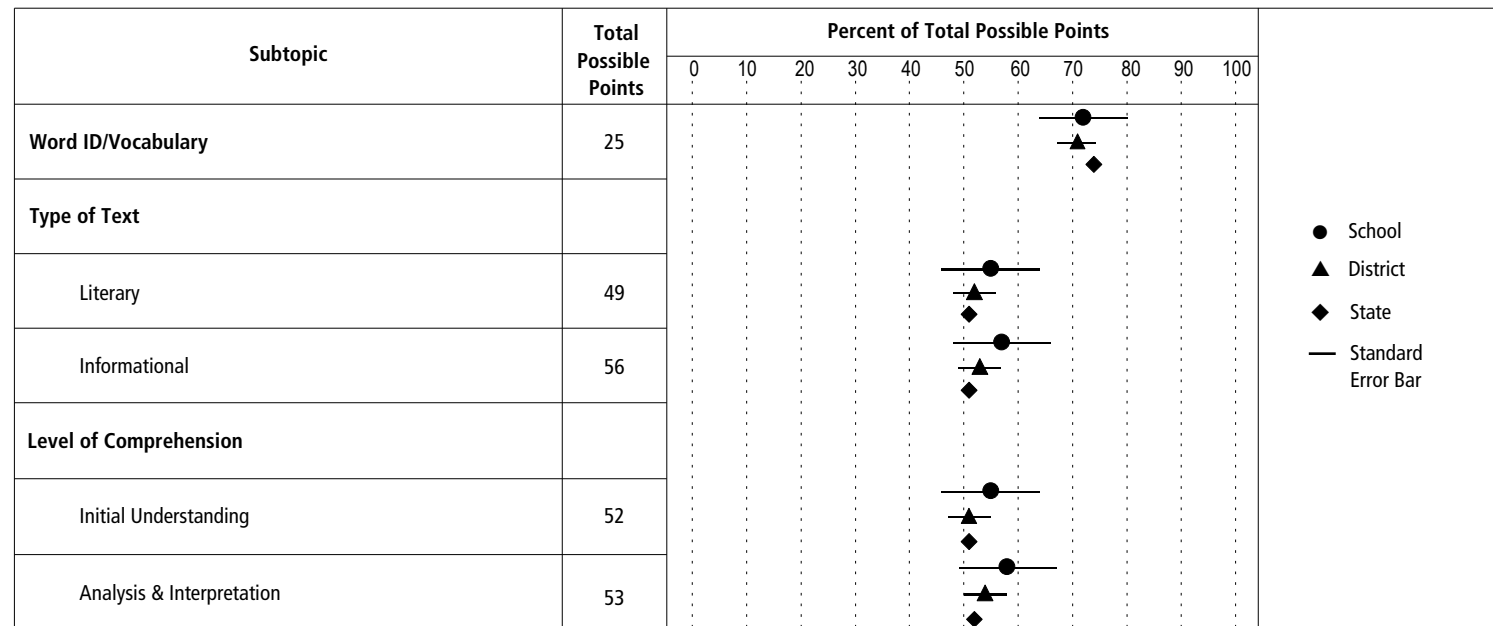
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	38	0	0	38	14	37	21	55	2	5	1	3	553
2011-12	30	0	0	30	5	17	18	60	3	10	4	13	546
2012-13	30	0	0	30	6	20	17	57	7	23	0	0	547
Cumulative Total	98	0	0	98	25	26	56	57	12	12	5	5	549
District													
2010-11	201	3	0	198	40	20	110	56	29	15	19	10	547
2011-12	185	5	1	179	31	17	90	50	38	21	20	11	545
2012-13	169	2	1	166	27	16	91	55	32	19	16	10	545
Cumulative Total	555	10	2	543	98	18	291	54	99	18	55	10	546
State													
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
2012-13	13,380	230	64	13,086	2,028	15	7,320	56	2,773	21	965	7	546
Cumulative Total	40,996	790	238	39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Reading Results

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	0	0	30	6	20	17	57	7	23	0	0	547	166	16	55	19	10	545	13,086	15	56	21	7	546
Gender																									
Male	16	0	0	16	2	13	11	69	3	19	0	0	546	84	10	55	20	15	543	6,649	10	58	23	9	544
Female	14	0	0	14	4	29	6	43	4	29	0	0	548	82	23	55	18	4	548	6,437	21	54	19	6	548
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										4						236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						110	3	47	36	14	540
Asian	1	0	0	1										2						186	30	52	16	3	551
Black or African American	0	0	0	0										0						378	6	43	30	21	539
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	82	18	0	547
White	29	0	0	29	5	17	17	59	7	24	0	0	547	154	16	54	20	10	545	11,983	16	57	21	7	546
Two or more races	0	0	0	0										6						182	12	56	27	5	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						345	3	38	33	26	537
Former LEP student - monitoring year 1	0	0	0	0										0						25	44	52	4	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						16	38	50	0	13	552
All Other Students	30	0	0	30	6	20	17	57	7	23	0	0	547	165	16	55	19	10	545	12,700	16	56	21	7	546
IEP																									
Students with an IEP	5	0	0	5										40	0	15	50	35	532	2,165	2	28	40	30	535
All Other Students	25	0	0	25	6	24	16	64	3	12	0	0	549	126	21	67	10	2	550	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students	22	0	0	22	4	18	12	55	6	27	0	0	545	112	13	49	26	13	543	6,629	8	53	28	11	543
All Other Students	8	0	0	8										54	24	67	6	4	550	6,457	23	59	15	3	549
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	30	0	0	30	6	20	17	57	7	23	0	0	547	166	16	55	19	10	545	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services	17	0	0	17	1	6	10	59	6	35	0	0	544	44	2	52	36	9	540	3,550	8	49	33	11	542
All Other Students	13	0	0	13	5	38	7	54	1	8	0	0	551	122	21	56	13	10	547	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						321	8	64	22	6	545
All Other Students	29	0	0	29	6	21	16	55	7	24	0	0	547	162	17	55	19	10	545	12,765	16	56	21	7	546

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Mathematics Results

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

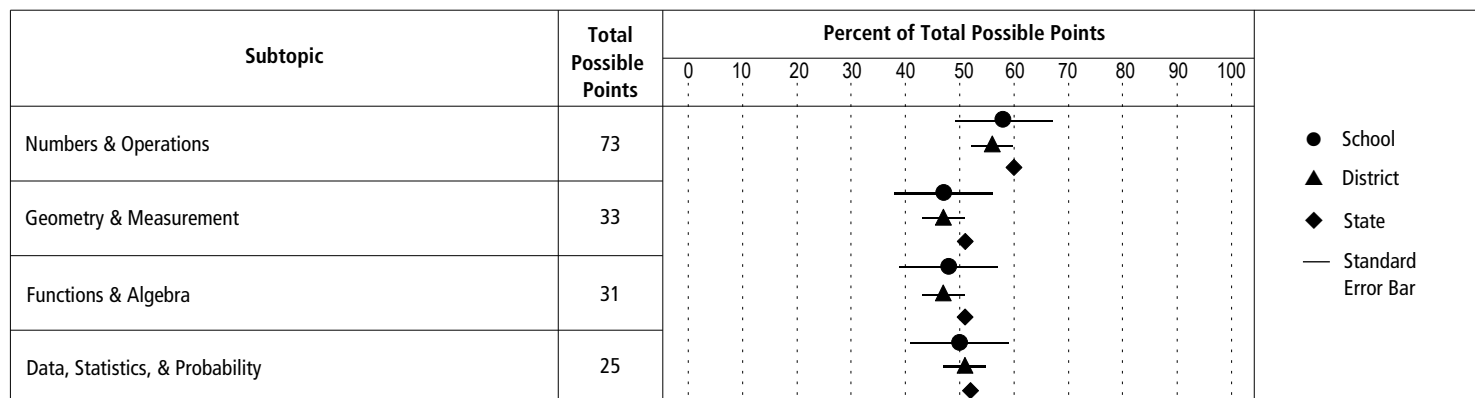
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	38	0	0	38	10	26	18	47	9	24	1	3	547
2011-12	30	0	0	30	4	13	18	60	6	20	2	7	544
2012-13	30	0	0	30	4	13	13	43	7	23	6	20	542
Cumulative Total	98	0	0	98	18	18	49	50	22	22	9	9	545
District													
2010-11	201	3	0	198	27	14	89	45	43	22	39	20	543
2011-12	185	5	1	179	27	15	92	51	38	21	22	12	543
2012-13	169	2	0	167	21	13	77	46	29	17	40	24	542
Cumulative Total	555	10	1	544	75	14	258	47	110	20	101	19	543
State													
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13	13,380	216	61	13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total	40,996	691	238	40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Mathematics Results

School: Ames Elementary School
District: RSU 20
State: Maine
Code: 3166-1605

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	0	0	30	4	13	13	43	7	23	6	20	542	167	13	46	17	24	542	13,103	17	45	19	19	543
Gender																									
Male	16	0	0	16	2	13	8	50	4	25	2	13	543	85	8	51	18	24	541	6,660	17	45	18	20	543
Female	14	0	0	14	2	14	5	36	3	21	4	29	541	82	17	41	17	24	543	6,443	17	45	19	18	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										4						235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	5	39	23	32	538
Asian	1	0	0	1										2						190	31	41	16	12	548
Black or African American	0	0	0	0										0						387	6	23	26	45	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	9	27	543
White	29	0	0	29	3	10	13	45	7	24	6	21	541	155	12	45	19	25	541	11,987	17	46	18	18	544
Two or more races	0	0	0	0										6						182	12	50	15	23	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						359	3	21	25	52	532
Former LEP student - monitoring year 1	0	0	0	0										0						24	50	42	0	8	551
Former LEP student - monitoring year 2	0	0	0	0										0						16	44	25	25	6	551
All Other Students	30	0	0	30	4	13	13	43	7	23	6	20	542	166	13	46	17	24	542	12,704	17	46	19	18	543
IEP																									
Students with an IEP	5	0	0	5										41	0	15	24	61	532	2,168	3	23	23	51	533
All Other Students	25	0	0	25	4	16	13	52	4	16	4	16	544	126	17	56	15	12	545	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students	22	0	0	22	2	9	10	45	5	23	5	23	541	113	8	42	18	32	539	6,646	8	41	23	28	539
All Other Students	8	0	0	8										54	22	54	17	7	547	6,457	26	49	15	10	547
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	30	0	0	30	4	13	13	43	7	23	6	20	542	167	13	46	17	24	542	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services	17	0	0	17	0	0	6	35	6	35	5	29	537	45	0	36	27	38	536	3,561	6	36	27	31	538
All Other Students	13	0	0	13	4	31	7	54	1	8	1	8	548	122	17	50	14	19	544	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						321	11	46	22	21	542
All Other Students	29	0	0	29	4	14	13	45	7	24	5	17	542	163	13	47	17	23	542	12,782	17	45	19	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Writing Results

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

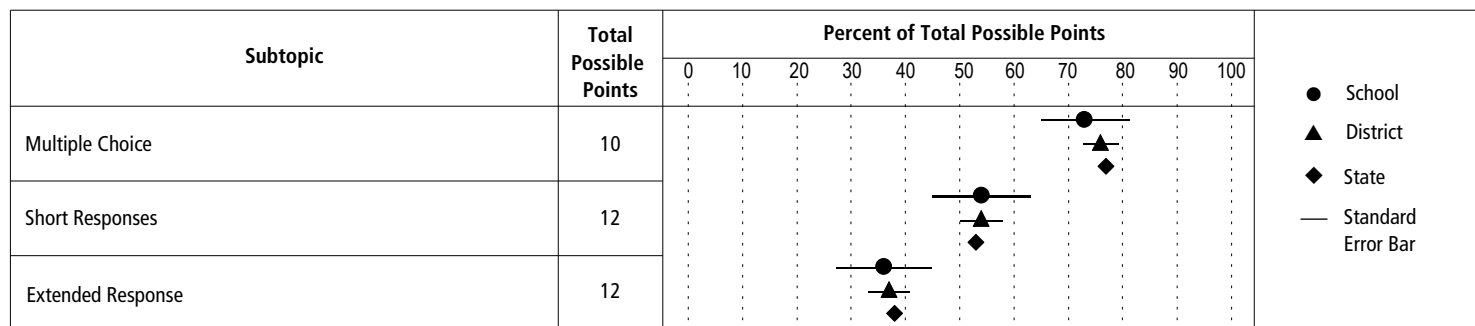
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	38	0	0	38	9	24	16	42	11	29	2	5	545
2011-12	30	0	0	30	3	10	17	57	9	30	1	3	543
2012-13	30	0	0	30	1	3	13	43	10	33	6	20	538
Cumulative Total	98	0	0	98	13	13	46	47	30	31	9	9	542
District													
2010-11	201	3	0	198	22	11	67	34	87	44	22	11	540
2011-12	185	5	2	178	11	6	57	32	89	50	21	12	538
2012-13	169	2	1	166	11	7	68	41	62	37	25	15	539
Cumulative Total	555	10	3	542	44	8	192	35	238	44	68	13	539
State													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
2012-13	13,380	221	106	13,053	1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total	40,996	764	349	39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2012-2013

Disaggregated Writing Results

School: Ames Elementary School
 District: RSU 20
 State: Maine
 Code: 3166-1605

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	30	0	0	30	1	3	13	43	10	33	6	20	538	166	7	41	37	15	539	13,053	10	35	42	14	539
Gender																									
Male	16	0	0	16	1	6	6	38	5	31	4	25	538	84	5	30	42	24	535	6,633	5	28	48	19	536
Female	14	0	0	14	0	0	7	50	5	36	2	14	538	82	9	52	33	6	542	6,420	15	42	34	9	542
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										4						235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	4	24	45	27	533
Asian	1	0	0	1										2						188	20	44	29	6	545
Black or African American	0	0	0	0										0						378	6	24	45	25	535
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	9	55	27	9	541
White	29	0	0	29	1	3	12	41	10	34	6	21	537	154	6	38	40	16	538	11,948	10	35	41	14	539
Two or more races	0	0	0	0										6						182	10	30	41	19	538
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						343	4	22	47	27	534
Former LEP student - monitoring year 1	0	0	0	0										0						24	25	58	13	4	548
Former LEP student - monitoring year 2	0	0	0	0										0						16	13	56	25	6	544
All Other Students	30	0	0	30	1	3	13	43	10	33	6	20	538	165	7	41	38	15	539	12,670	10	35	41	14	539
IEP																									
Students with an IEP	5	0	0	5										40	0	8	45	48	527	2,155	1	9	44	46	528
All Other Students	25	0	0	25	1	4	13	52	8	32	3	12	540	126	9	52	35	5	543	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students	22	0	0	22	1	5	8	36	8	36	5	23	537	112	4	39	37	20	537	6,607	5	28	47	20	536
All Other Students	8	0	0	8										54	11	44	39	6	542	6,446	15	41	36	8	542
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	30	0	0	30	1	3	13	43	10	33	6	20	538	166	7	41	37	15	539	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services	17	0	0	17	0	0	4	24	7	41	6	35	533	45	0	24	47	29	533	3,542	5	25	50	21	535
All Other Students	13	0	0	13	1	8	9	69	3	23	0	0	545	121	9	47	34	10	541	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan	1	0	0	1	1	3	13	45	9	31	6	21	538	4						320	4	31	51	14	537
All Other Students	29	0	0	29	1	3	13	45	9	31	6	21	538	162	7	41	36	15	539	12,733	10	35	41	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.